**New York City Department of Education**

**Speech-Language Therapy Services Clinical Intervention Notes**

**Ms. Taylor Speech & Language Therapist**

Comprehension, Paraphrasing, Inference and Vocabulary for Lesson on WASTE

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Excellent** | **Good** | **Satisfactory** | **Needs Improvement** |
| *Comprehension* | Student is able to accurately answer more than 80% of the questions posed by teacher/provider about “where waste goes” independently, given no prompts from clinician. | Student is able to accurately answer between 70-80% of the questions posed by teacher/provider about “where waste goes,” given minimal verbal and/or visual prompts from clinician. | Student is able to accurately answer between 60-70% of the questions posed by teacher/provider about “where waste goes,” given moderate verbal and/or visual prompts from clinician. | Student is requires moderate to maximum verbal and/or visual prompts to accurately answer questions posed by teacher/provider about “where waste goes.” |
| *Paraphrase* | Student is able to summarize/paraphrase the taught information on “where waste goes” into a short written response using word associations, synonyms/antonyms independently, given no prompts from clinician. | Student is able to summarize/paraphrase the taught information on “where waste goes” into a short written response using word associations, synonyms/antonyms, given minimal verbal and/or visual prompts from clinician. | Student is able to summarize/paraphrase the taught information on “where waste goes” into a short written response using word associations, synonyms/antonyms, given moderate verbal and/or visual prompts from clinician. | Student is unable to summarize/paraphrase the taught information on “where waste goes” into a short written response using word associations, synonyms/antonyms, requiring moderate to maximum prompts from clinician. |
| *Inference skill* | Student is able to utilize critical thinking /inference skills to dive deeper into the concept of “where waste goes,” using contextualization, predictions, and personal experiences independently, given no prompts from clinician. | Student is able to utilize critical thinking /inference skills to dive deeper into the concept of “where waste goes,” using contextualization, predictions, and personal experiences, given minimal verbal/visual prompts from clinician. | Student is able to utilize critical thinking /inference skills to dive deeper into the concept of “where waste goes,” using contextualization, predictions, and personal experiences, given moderate verbal/visual prompts from clinician. | Student is able to utilize critical thinking /inference skills to dive deeper into the concept of “where waste goes,” using contextualization, predictions, and personal experiences, given moderate-maximum verbal/visual prompts from clinician. |
| *Vocabulary* | Student is able to complete the given sentences with the correct vocabulary terms independently, given no prompts from clinician. | Student is able to complete the given sentences with the correct vocabulary terms, given minimal verbal and/or visual prompts from clinician. | Student is able to complete the given sentences with the correct vocabulary terms, given moderate verbal and/or visual prompts from clinician. | Student is unable to complete the given sentences with the correct vocabulary terms, requiring moderate to maximum prompts from clinician. |